

## SWPBS for Non-Classroom Settings

OSEP Center on PBIS  
Center for Behavioral Education & Research  
University of Connecticut  
18 Sep 2014  
[www.pbis.org](http://www.pbis.org) [www.cber.org](http://www.cber.org)  
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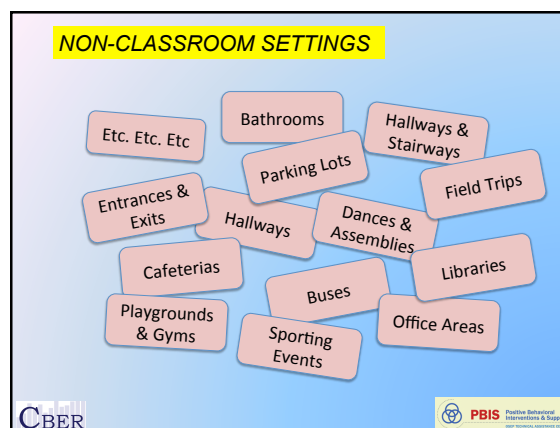
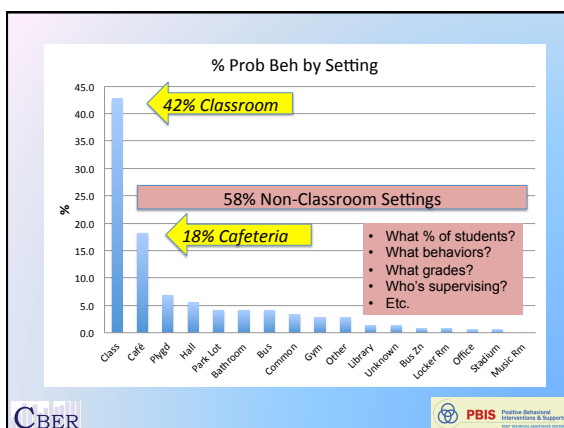
Arizona Department of Education

CBER PBIS Positive Behavioral Interventions & Supports

## PURPOSE

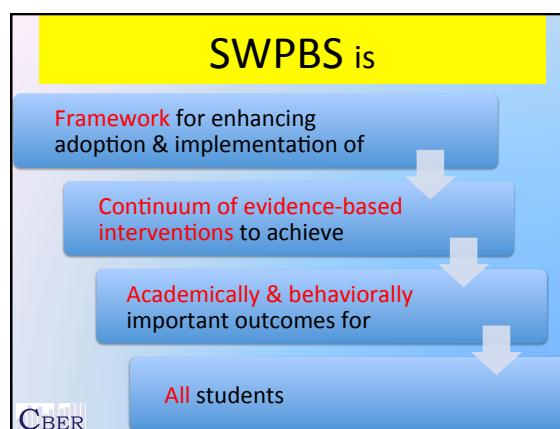
Examine best practices for preventing problem behavior in non-classroom settings & establishing positive climate

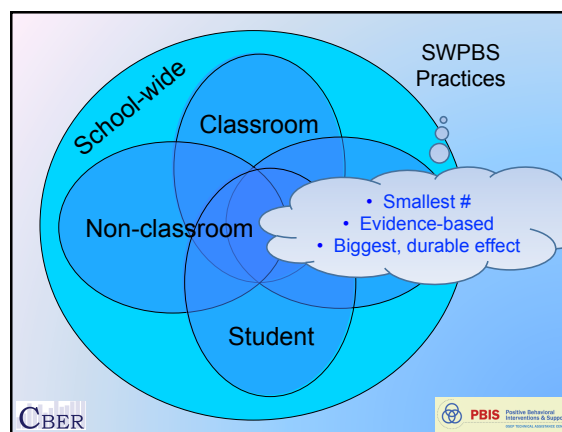
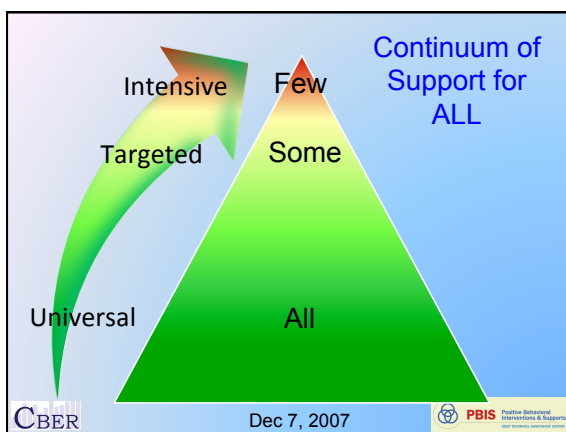
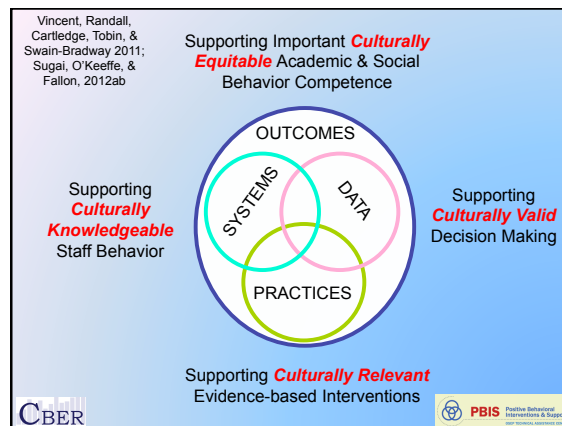
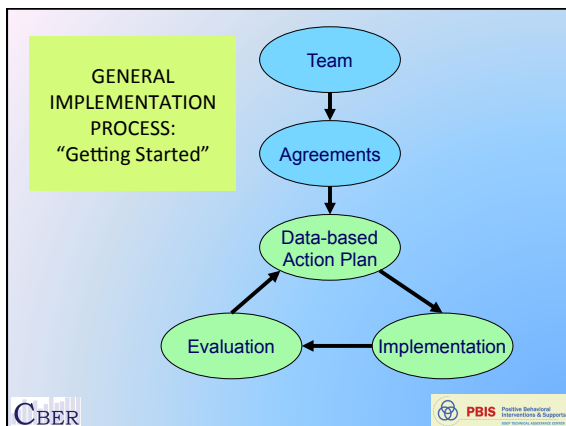
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CLASSROOM	NONCLASSROOM
<ul style="list-style-type: none"> <li>Teacher directed</li> <li>Instructional focus &amp; cuing</li> <li>Academic &amp; social rewards</li> <li>Small # students</li> </ul>	<ul style="list-style-type: none"> <li>Student directed</li> <li>Social focus &amp; cuing</li> <li>Social rewards</li> <li>Large # of students</li> </ul>

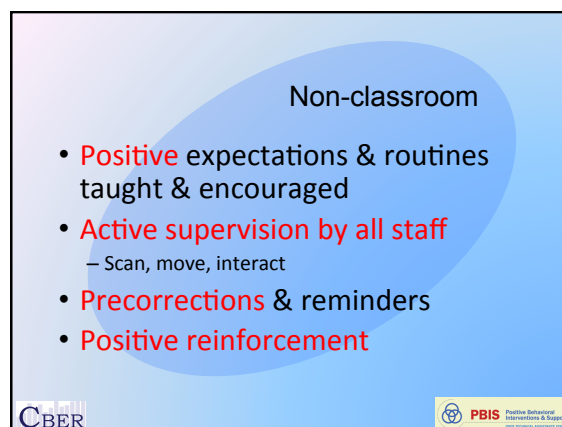
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SCHOOL-WIDE	EVIDENCE-BASED INTERVENTION PRACTICES	CLASSROOM
1.1. Leadership team 2. Behavior purpose statement 3. Set of positive expectations & behaviors 4. Procedures for teaching SW & classroom-wide expected behavior 5. Continuum of procedures for encouraging expected behavior 6. Continuum of procedures for discouraging rule violations 7. Procedures for on-going data-based monitoring & evaluation		1. All school-wide 2. Maximum structure & predictability in routines & environment 3. Positively stated expectations posted, taught, reviewed, prompted, & supervised. 4. Maximum engagement through high rates of opportunities to respond, delivery of evidence-based instructional curriculum & practices 5. Continuum of strategies to acknowledge displays of appropriate behavior. 6. Continuum of strategies for responding to inappropriate behavior.
INDIVIDUAL STUDENT	NONCLASSROOM	FAMILY ENGAGEMENT
1. Behavioral competence at school & district levels 2. Function-based behavior support planning 3. Team- & data-based decision making 4. Comprehensive person-centered planning & wraparound processes 5. Targeted social skills & self-management instruction 6. Individualized instructional & curricular accommodations	1. Positive expectations & routines taught & encouraged 2. Active supervision by all staff (Scan, move, interact) 3. Precorrections & reminders 4. Positive reinforcement	1. Continuum of positive behavior support for all families 2. Frequent, regular positive contacts, communications, & acknowledgements 3. Formal & active participation & involvement as equal partner 4. Access to system of integrated school & community resources

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### Non-Classroom Management: Self-Assessment

Name _____		Date _____	
Setting <input type="checkbox"/> Hallway <input type="checkbox"/> Entrance <input type="checkbox"/> Cafeteria		Time Start _____	
<input type="checkbox"/> Playground <input type="checkbox"/> Other _____		Time End _____	
Tally each Positive Student Contacts	Total #	Ratio of Positives to Negatives: ____ : 1	
Tally each Negative Student Contacts	Total #		

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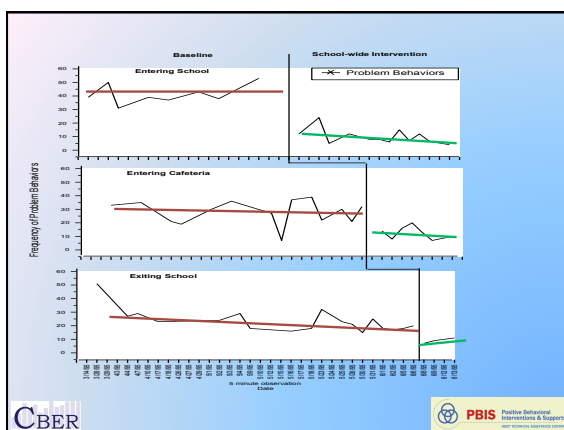
1. Did I have at least <b>4 positive</b> for <b>1 negative</b> student contacts?	Yes	No
2. Did I <b>move</b> throughout the area I was supervising?	Yes	No
3. Did I frequently <b>scan</b> the area I was supervising?	Yes	No
4. Did I positively <b>interact</b> with most of the students in the area?	Yes	No
5. Did I handle most <b>minor</b> rule violations quickly and quietly?	Yes	No
6. Did I follow school procedures for handling <b>major</b> rule violations?	Yes	No
7. Do I know our <b>school-wide expectations</b> (positively stated rules)?	Yes	No
8. Did I <b>positively acknowledge</b> at least 5 different students for displaying our school-wide expectations?	Yes	No

Overall active supervision score:  
 7-8 "yes" = "Super Supervision"  
 5-6 "yes" = "So-So Supervision"  
 <5 "yes" = "Improvement Needed"

# Yes \_\_\_\_\_

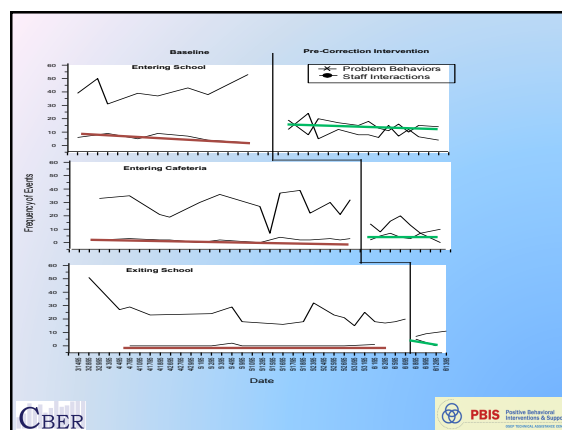
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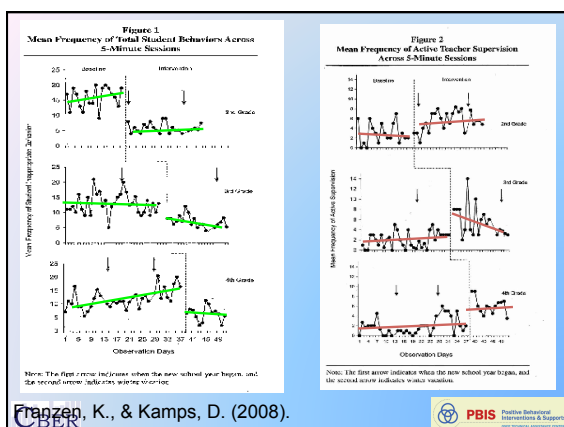
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**"Good morning, class!"**

Teachers report that when students are **greeted by an adult** in morning, it takes less time to complete morning routines & get first lesson started.

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McCormick Elementary School, MD

## Monitoring Dismissal

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## Using Your B.U.S. Behavior...

Waiting for Bus	On the Bus	Leaving the Bus
<ul style="list-style-type: none"> <li>Arrive 5 Minutes Early</li> <li>Be Ready to Board</li> <li>Have ID's Ready</li> </ul>	<ul style="list-style-type: none"> <li>Listen &amp; Follow Directions</li> <li>Keep Hands, Feet &amp; Objects to Self</li> <li>Find a Seat Quickly &amp; Stay Seated</li> <li>Take Pride in Your Bus</li> </ul>	<ul style="list-style-type: none"> <li>Remember all Personal Items</li> <li>Get Off at Your Assigned Stop</li> <li>Stay Away from the Danger Zone</li> </ul>
<h3>Be a Good Example</h3> <ul style="list-style-type: none"> <li>Wait in Line Out of Danger Zone</li> <li>Share Your Seat</li> <li>Respect Personal &amp; Private Property</li> <li>Know All Voice Levels</li> </ul>		
<h3>Use Kind Words with Everyone</h3> <ul style="list-style-type: none"> <li>Wait in Line Behind Curb</li> <li>Approach Bus When Door Opens</li> <li>Enter Bus in Single File</li> <li>Seat to Seat &amp; Back to Back</li> <li>Keep Aisle Clear</li> <li>Know Voice Levels</li> <li>Put Trash in Trash Can</li> <li>Move to Allow Others to Exit</li> <li>Wait for Door to Open Before Standing</li> <li>Exit in Single File</li> <li>Look at Driver for Hand Signal</li> </ul>		
<h3>Report Danger to Driver</h3>		

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## TOP TEN POSITIVE SCHEDULE TIPS

Remember 3-5 positives to 1 negative

- Set the stage for success. Reward the effort
- Give clear, specific directions
- Stay calm, use a calm voice—*hissing gets you nowhere!*
- Set reasonable limits—*Avoid using "always" or "never"*
- Be CONSISTENT! *"Yes means Yes and No means No"*
- Set the example—*Actions speak louder than words*
- Proactively anticipate situations
- Have Patience—*A little goes a long way*
- Have fun and enjoy the ride!

**TRANSPORTATION DEPARTMENT MISSION STATEMENT:**  
To provide safe, friendly, professional, and efficient transportation services, while effectively utilizing available resources, and enhancing student achievement by supporting opportunities inside and outside the classroom.

**Douglas County School District TRANSPORTATION DEPARTMENT**  
DISTINCTLY DIFFERENT. DRIVING YOU TO GET ON THE BUS.

**BE RESPONSIBLE**  
**USE GOOD MANNERS**  
**STAY SAFE**

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## What is Positive Behavioral Support?

Schoolwide PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behaviors with all students.

## PBS will help with:

- Predictable Environments**
  - Create a common language
    - Clear of Expectations
    - B.U.S.
  - Create a common understanding of expectations
    - What does it look like/sound like
    - Create a common experience
      - Everyone knows and is involved
      - Expectations and routines are taught
- Positive environments**
  - Building Relationships
    - Visual and non-visual communications
    - Building Rapport
  - Regular recognition for positive behavior
    - Positive Feedback
    - Strength focused
- Safe environments**
  - Adult emotional reactions
  - Consequences for rule violations
  - Agreements, policies, procedures in place for handling rule violations
  - Managing crisis and dangerous situations
- Consistent Environments**
  - Adults have similar expectations
  - Reduce the need for students to test the limits
- Using our Data**
  - Data provides information which helps us to make better decisions
  - Look at trends
  - Identify needs
  - Generate content
- Four basic recommendations**
  - Have a stop doing when already working
  - Always test for the problem change that will produce the largest effect
    - Support Routines for your bus
  - Do not add something new without identifying what you will stop doing to make the addition possible
  - Collect and use data for decision making

## What it looks like:

3-5 Positively Stated Rules  
Clearly Stated and Easy to Understand  
District Wide

**Be Responsible**  
**Use Good Manners**  
**Stay Safe**

**Using Your B.U.S. Resources**

**Voice Levels taught on the BUS**

**"If a child doesn't know how to read, we teach."**  
**"If a child doesn't know how to swim, we teach."**  
**"If a child doesn't know how to add, we teach."**  
**"If a child doesn't know how to drive, we teach."**  
**"If a child doesn't know how to behave, we ..."**  
Teach! Teach! Teach!

Why is it hard to answer that last question?

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## KEEP YOUR BUS RIDING PRIVILEGE

Be There... Be Ready    Be Responsible    Be Respectful

### Bus Pass to Success!!

Support Driver's Expectations & Instructions    Keep Aisles Clear    Stay Seated    Speak Quietly

## FOLLOW THE SPENCERPORT CODE OF CONDUCT

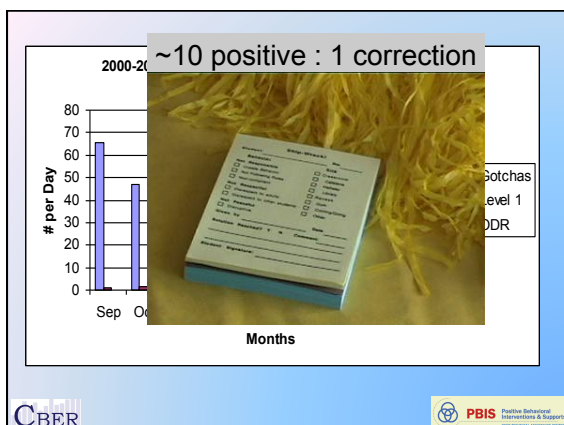
Spencerport NY 2010

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## Expected behaviors are visible

Serrine Elementary June 8, 2004 SC

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### Walkways

**Kuleana:** Be Responsible  
Plan ahead  
Walk directly to destination

**Ho'ihl:** Be Respectful  
Walk quietly when classes are in session

**Laulima:** Be Cooperative  
Keep movement flowing  
Share equipment and play space

**Malama:** Be Safe  
Walk at all times

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### Playground / Recess / P.E.

**Kuleana:** Be Responsible  
Take care of equipment/facilities  
Plan appropriate times for drinks/restroom visits

**Ho'ihl:** Be Respectful  
Be a good sport

**Laulima:** Be Cooperative  
Follow rules/ procedures

**Malama:** Be Safe  
Avoid rough, dangerous play  
Use equipment properly

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### Cafeteria

**Kuleana:** Be Responsible  
Have lunch card ready  
Be orderly in all lines

**Ho'ihl:** Be Respectful  
Use proper table manners  
Eat your own food

**Laulima:** Be Cooperative  
Wait patiently/ quietly

**Malama:** Be Safe  
Walk at all times  
Wash hands  
Chew food well; don't rush

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### Field Trips

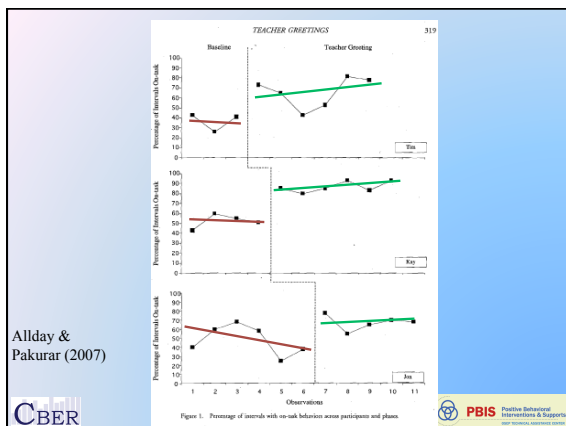
**Kuleana:** Be Responsible  
Turn in paperwork/\$ on time  
Wear appropriate footwear/clothing  
Bring home lunch

**Ho'ihl:** Be Respectful  
Care for the field trip site  
Listen to speakers

**Laulima:** Be Cooperative  
Stay with your chaperone/group

**Malama:** Be Safe  
Use the buddy system  
Follow school/bus rules

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Central Elem Sch, MI  
Source: 2009 MIBLSi Assessment

**CENTRAL ELEMENTARY SCHOOL**  
**MIBLSi Lesson Plan**  
**Teaching School-wide Expectations on the Bus**

**School-wide expectations:** Central Elementary staff will use the catch phrase, "Cardinal Code" to assist in students recalling Courteous, Attentive, Respectful, Dependable, and Supportive. Students will be expected to recall the expectations about in their classrooms in an effort to make them memorable. Additionally, students will memorize motions to remember CARDS: Courteous (bow), Attentive (point to ears), Respectful (salute), Dependable (right upercut), Supportive (hands on hips). Posters and other visuals will also be used to assist in the process.

**Instructional Location:** Bus

**Expectations being Taught:** Cardinal Code

**Rationale:** To maintain and promote safety on the bus. Exhibiting the Cardinal Code on the bus will keep the driver from being interrupted and distracted. Also, this will prevent students from being hurt emotionally and physically. This will keep students from getting into trouble and make Central a positive place to be.

**Behaviors that demonstrate school-wide expectation on the bus:** See school-wide expectations for Bus

**Teaching Plan**

**Presentation:** Students will line up on sidewalk by the bus. The bus will announce expectation to the group, define it, and discuss the rationale. Volunteers will then demonstrate the correct ways to follow the Cardinal Code on the bus (e.g., loading on to the bus, sitting their seats, keeping hands and feet to themselves, etc.). Students that are observing will rate the performance by giving a thumbs up or thumbs down. A set of students will then demonstrate the expectation the incorrect way (e.g., touching and pushing others, looking around and not paying attention, and turning around looking and talking to other students). Students will then be asked to rate the performance. Volunteers will be acknowledged with specific verbal praise.

**Practice:** Each class will be asked to demonstrate. A suggestion would be to model the appropriate action as it pertains to the Cardinal Code.

**Reinforcement:** Provide specific verbal praise to students after practice session. Students will be positively reinforced with Cardinal Cards. Two students per grade level will be drawn bi-monthly for prizes. In addition, when the entire class exhibits knowledge and understanding of the Cardinal Code a CARDS t-shirt will be earned.

**Follow-up Plan:** Daily for the first two weeks of school, bus drivers provide reminders about what the bus expectations as it pertains to the Cardinal Code.

• Where  
• What  
• Why  
• How:  
Model  
Practice  
Reinforce  
Follow-up

Central Elem Sch, MI  
Source: 2009 MIBLSi Assessment

**CENTRAL ELEMENTARY SCHOOL**  
**MIBLSi Lesson Plan**  
**Teaching School-wide Expectations for Arrival/Departure**

**School-wide expectations:** Central Elementary staff will use the catch phrase, "Cardinal Code" to assist in students recalling Courteous, Attentive, Respectful, Dependable, and Supportive. Students will be expected to recall the expectations about in their classrooms in an effort to make them memorable. Additionally, students will memorize motions to remember CARDS: Courteous (bow), Attentive (point to ears), Respectful (salute), Dependable (right upercut), Supportive (hands on hips). Posters and other visuals will also be used to assist in the process.

**Instructional Location:** Arrival/Departure

**Expectations being Taught:** Cardinal Code

**Rationale:** To maintain and promote safety during arrival/departure. Exhibiting the Cardinal Code during arrival/departure will keep students safe. Also, this will prevent students from being hurt emotionally and physically. This will keep students from getting into trouble and make Central a positive place to be.

**Behaviors that demonstrate school-wide expectation for arrival/departure:** See school-wide expectations for Arrival/Departure

**Teaching Plan**

**Presentation:** Students will line up in designated area. The teacher will announce expectation to the group, define it, and discuss the rationale. Teachers will then demonstrate the correct ways to enter and exit the building (e.g., face forward, wait patiently, keep your own personal space, use quiet voices and kind words, respect adults and safety patrol etc.). Students that are observing will rate the performance by giving a thumbs up or thumbs down. A set of students will then demonstrate the expectation the incorrect way (e.g., touching and pushing others, talking out, running, etc.). Students will then be asked to rate the performance. Volunteers will be acknowledged with specific verbal praise.

**Practice:** Volunteers will be asked to demonstrate. A suggestion would be to team up with another class in your grade level or hallway to demonstrate and rate performances.

**Reinforcement:** Provide specific verbal praise to students after practice session. Students will be positively reinforced with Cardinal Cards. Two students per grade level will be drawn bi-monthly for prizes. In addition, when the entire class exhibits knowledge and understanding of the Cardinal Code a CARDS t-shirt will be earned.

**Follow-up Plan:** Daily for the first four weeks of school, teachers provide reminders about what the arrival/departure expectations are. For the remainder of the school year follow 2007-2008 lesson schedule.

When establishing a plan for implementing practices and systems in non-classroom settings, consider the following guidelines:

Guidelines		
Yes	No ?	1. Implementation is school-wide by all staff
Yes	No ?	2. School-wide behavior expectations taught in context
Yes	No ?	3. Administrator active member
Yes	No ?	4. Context-specific expectations and routines taught directly and early in school year/term
Yes	No ?	5. Regular opportunities for review, practice, & positive reinforcement
Yes	No ?	6. Team-based review, action planning, and implementation coordination
Yes	No ?	7. Data-based progress monitoring and action planning
Yes	No ?	8. Regular review of accuracy of intervention implementation

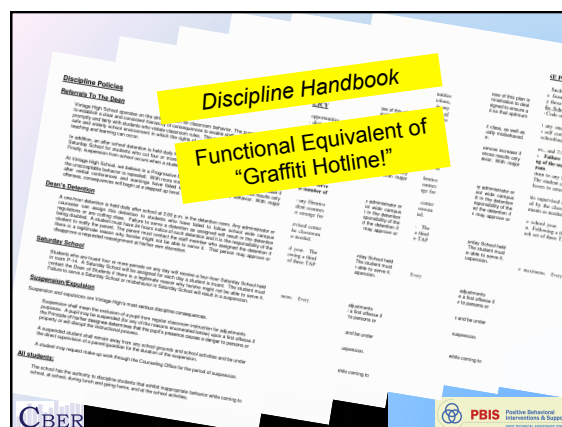
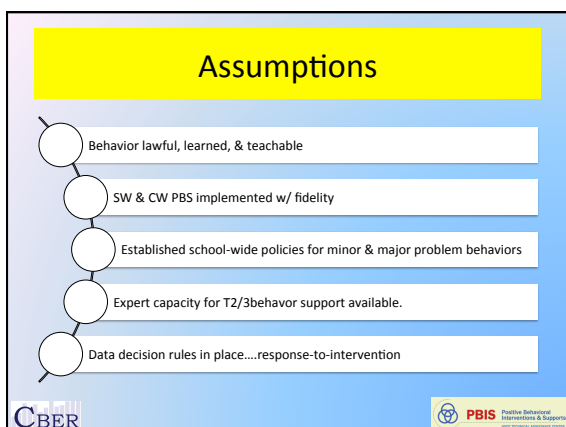
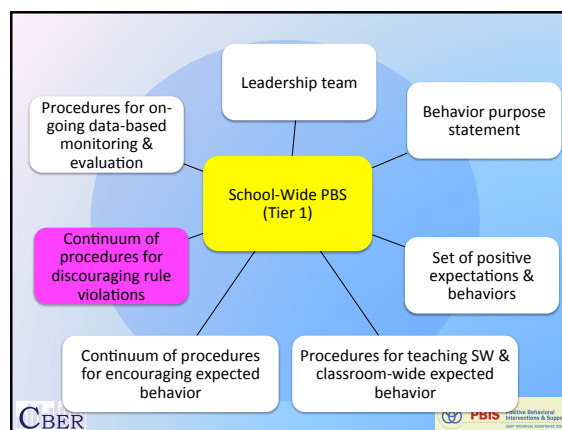
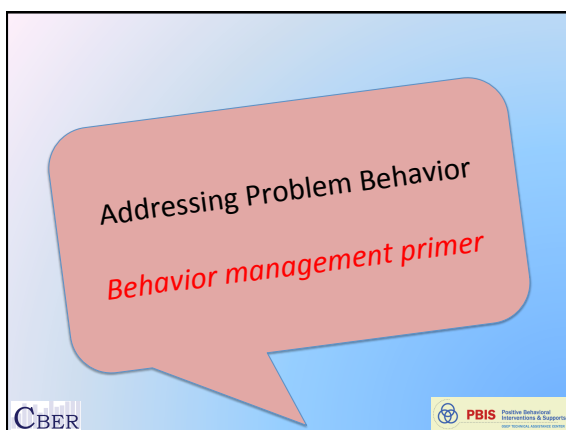
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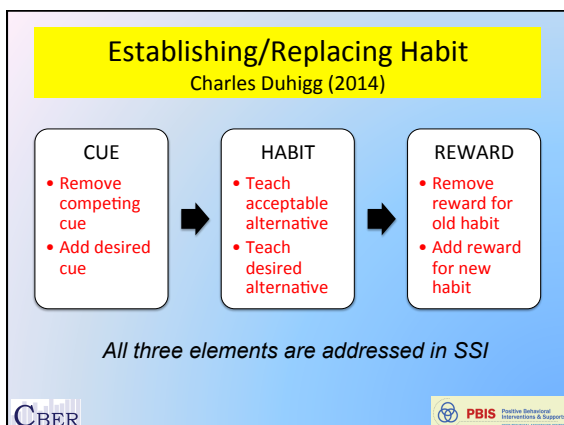
## Talk, Walk, Squawk

An elementary school principal found that over 45% of their behavioral incident reports were coming from the playground.

## Neighborhood Watch

A middle school secretary reported that she was getting at least one neighborhood complaint daily about student behavior on & off school grounds.





## 1. Expected Behavior

- Teach & practice
- Prompt effectively & naturally
- Monitor continuously
- Model
- Reinforce effectively

## 2. Minor Non-interfering Problem Behavior

- Minimize attention
- Wait for, model, & prompt expected behavior
- Reinforce others who display expected behavior
- Reinforce expected behavior effectively

## 3. Minor Interfering Problem Behavior

- Minimize attention
- Signal error occurrence
- Remind of expected behavior
- Model/display expected behavior
- Reinforce expected behavior effectively

## 4. Repeated Minor Problem Behavior

- Identify problem context or setting
- Conduct functional assessment
- Hypothesize possible maintaining function (trigger & reinforcer)
- Determine if expected behavior is doable
- Develop intervention plan

## 5. Repeated Major Problem Behavior

- Work as team
- Identify problem context or setting
- Conduct functional assessment
- Hypothesize possible maintaining function (trigger & reinforcer)
- Determine if expected behavior is doable
- Develop intervention plan, including precorrection procedure

**PRECORRECTION:** Rearrangement of setting in which problem behavior is likely such that (a) problem behavior is minimized & (b) expected behavior is maximized

Assess for & remove &/or minimize triggers & reinforcers of problem behavior	Add &/or maximize triggers & reinforcers for expected behaviors	Teach, prompt, & practice expected behavior	Anticipate & monitor actively & continuously
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## 6. Office Managed Major Problem Behavior

- Follow school & district disciplinary procedures
- Work as team
- Include strategy 5

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**Universal Management Practices**

1. Teach, prompt, model, practice, & reward positive expectations
2. Respond consistently, proactively, calmly & business-like
3. Supervise & anticipate actively & continuously
4. Maintain active academic engagement
5. Treat as instructional problem
6. Provide positive reinforcement

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